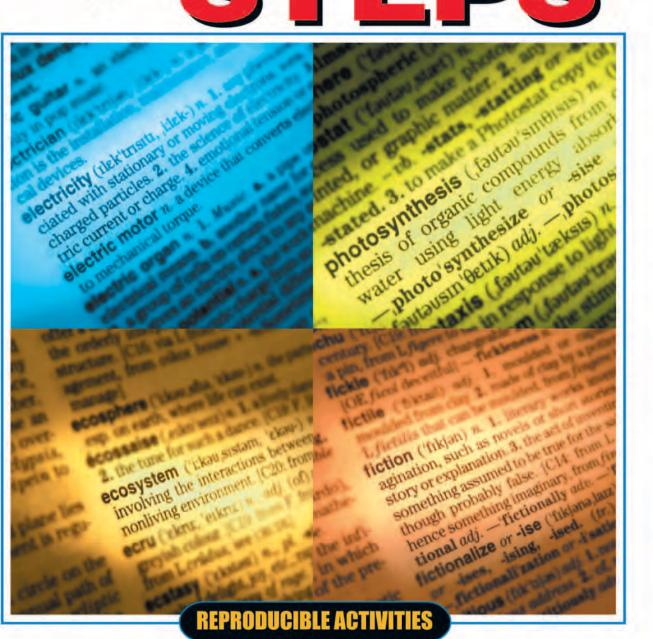




Systems. STEPS



SPELLING STEPS

3RD REVISION





Three Watson Irvine, CA 92618-2767

E-Mail: info@sdlback.com Website: www.sdlback.com

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Contents

Introduc	ction		4	
Spelling	Steps Checkli	ist	5	
Manusci	ript Alphabet .		6	
Cursive .	Alphabet		7	
Unit 1	Lesson 1	Beginning Consonant Sounds	8	
	Lesson 2	Ending Consonant Sounds	11	
	Lesson 3	Consonant Letters	12	
	Lesson 4	Vowel Letters	13	
Unit 2	Lesson 1	Short Vowel Sounds	14	
	Lesson 2	Checking Answers	16	
	Lesson 3	Letters and Sounds	17	
Units 1 a	and 2 Review		18	
Unit 3	Lesson 1	Short /a/	22	
	Lesson 2	Short /e/	24	
	Lesson 3	Short /i/	26	
	Lesson 4	Short /o/	28	
	Lesson 5	Short /u/	30	
	Lesson 6	Plural Ending s	32	
	Lesson 7	Different Words	35	
Unit 3	Review		37	
Unit 4	Lesson 1	Long Vowel Sounds	39	
	Lesson 2	Long /a/	40	
	Lesson 3	Long /e/	42	
	Lesson 4	Long /i/	44	
	Lesson 5	Long /o/	46	
	Lesson 6	Long /u/		
	Lesson 7	Long /i/ Spelled y	50	
	Lesson 8	Different Words	52	
Unit 4	Review		54	
Unit 5	Lesson 1	Variant Sounds of <i>g</i>	57	
	Lesson 2	Variant Sounds of <i>c</i>	59	
	Lesson 3	Variant Sounds of <i>s</i>	62	
	Lesson 4	Different Words	64	
	Lesson 5	Number Words and Days of the Week	66	
Unit 5	Review			
Answer 1	Keys		72	
Master S	Spelling Lists		81	
	Remember		84	
Record o	of Progress		85	
Class Ch	•		86	
Certifica	Certificate of Achievement87			

INTRODUCTION

Spelling Steps teaches students to spell the words they need for life situations. The vocabulary is drawn largely from a list developed from an analysis of adult reading materials including newspapers, magazines, novels, scientific journals, and other media.

The four-binder spelling program is based on a careful plan for teaching spelling skills. It ensures that students not only learn to spell the vocabulary words presented, but also master the skills needed to learn to spell new words in the future.

Each student progresses through the program at his or her own rate. Students may grade their own lesson tests and record their scores. This method is recommended for older students and independent study.

Each unit concludes with a review lesson and a unit test. The format for unit tests is left open so that teachers may adapt the test to the needs of each student. The teacher may select which words to include, and determine the length and style of the unit test.

Spelling Steps includes a wide variety of learning activities designed to reinforce and extend spelling skills. Attention is given to providing learning activities that are of interest to middle, secondary, and adult students.

About Checking and Recording

Teachers are encouraged to have students check their answers after completing each lesson. Students may record their scores on the Record of Progress chart for each unit review, beginning with Unit 3, Book One. To allow students to check their own work, the answer keys may be reproduced and distributed.

A completed progress chart can be helpful for diagnosing a student's strengths and weaknesses. Parents might also like to see how progress is monitored. The process of self-checking, scoring, and monitoring is for analysis by both student and teacher to determine which skills need greater reinforcement.

Following the answer keys and individual student progress chart, a class progress chart is provided to help track up to 30 students' progress through the book. Finally, there is a reproducible certificate of achievement that can be awarded to students when a book is completed.

SPELLING STEPS CHECKLIST

- 1. Look at the word.
- 2. Say the word out loud.
- 3. Close your eyes and "see" the word in your mind. Spell the word out loud.
- 4. Open your eyes. Look at the word to see if you spelled it correctly.
- 5. Cover the word and write it.
- 6. Check your spelling. If you made a mistake, start over with step 1.
- 7. Cover the word and write it again.

Manuscript Alphabet

Aa Bb Cc Dd Ee Ff Gg Hh_li_Jj_Kk_LL Mm_Nn_ Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

- Write the letters of the manuscript alphabet on the lines below.

Cursive Alphabet

Aa Bh Cc Dd Ee Ff Ly Hh Li Jj Kk Ll Mm Nn Oo Pp 2q Rr Ls It Uu Vn Ww Xx Yy 2z

Write the letters of the cursive alphabet on the lines below.

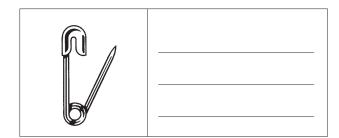
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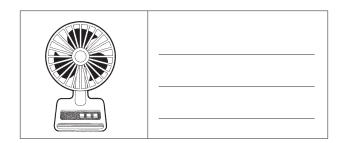
-LESSON • 1-

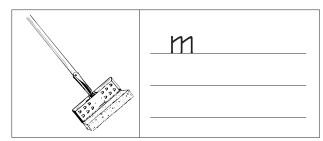
Beginning Consonant Sounds

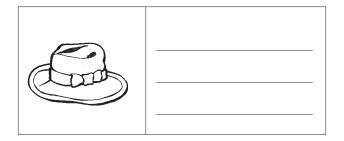
Look at each picture. Say the name of the object out loud. Listen to the *first sound* in each word you say. Then practice writing the first *letter* of each word. Write the letter at least six times.

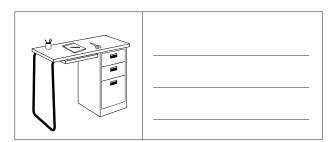
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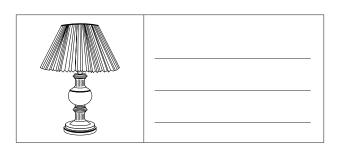


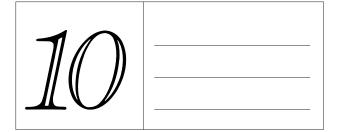


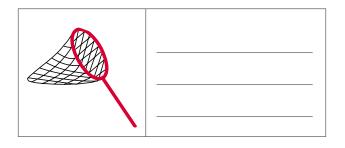


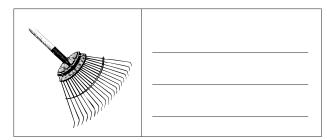




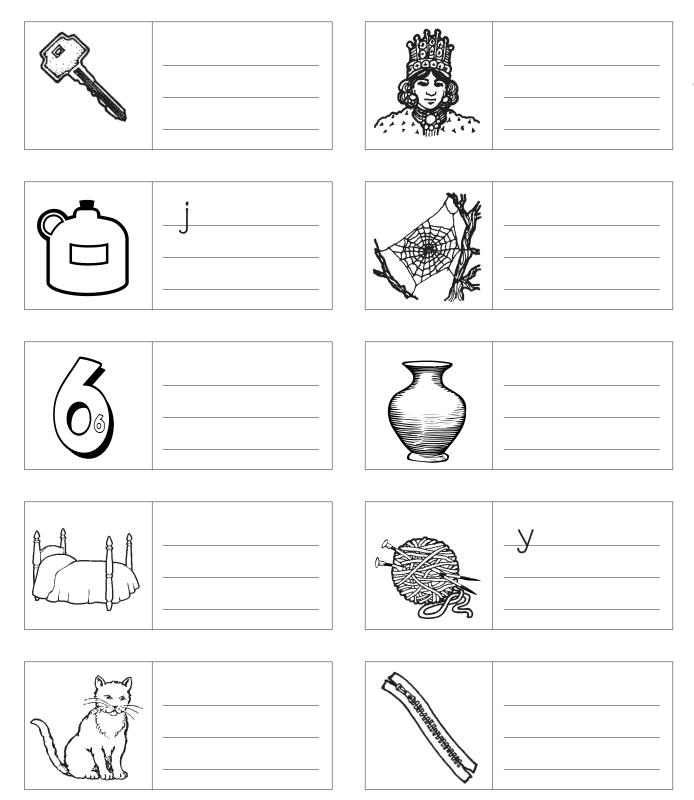








... Continue to practice writing the first *letter* of each word that names each object. Write the letter at least six times.



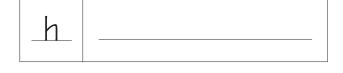
Now practice the beginning consonant letters of all 20 words. Write each letter four times.

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k |







5	



Ь	
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α	











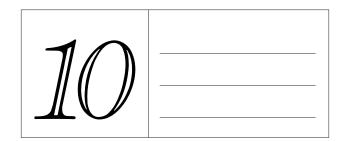


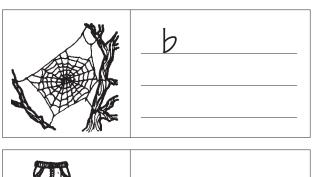
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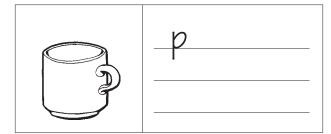
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Ending Consonant Sounds

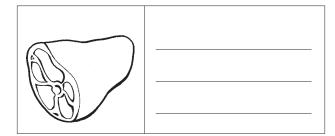
➤ Look at each picture. Say the name of the object out loud. Listen to the *last sound* in each word you say. Then practice writing the *last* letter of each word. Write the letter at least six times.

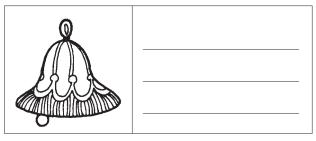


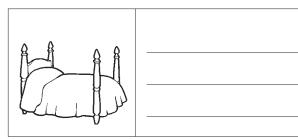


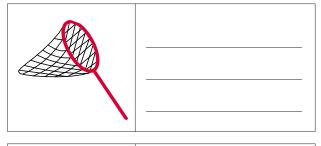


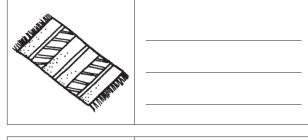


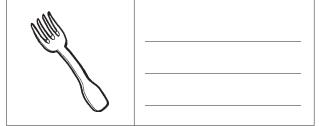














-LESSON · 3 -

Consonant Letters

➤ Each letter of the alphabet is either a *consonant* or a *vowel*. The consonant letters in the chart are written in **boldface**.

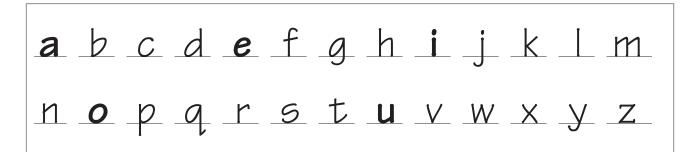
abcdefghijklm

nopąrstuvwxyz

Now practice writing the consonant letters. Use the manuscript alphabet.

— LESSON • 4 — Vowel Letters

➤ Each letter of the alphabet is either a *consonant* or a *vowel*. The vowel letters are *a, e, i, o,* and *u*. All the other letters are consonant letters. The vowel letters in the chart are written in **boldface**.



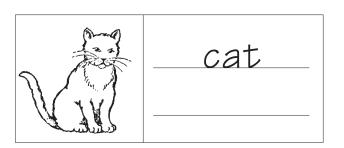
Now practice writing the vowel letters. Use the manuscript alphabet.

a

➤ On the lines below, practice writing all the small letters of the alphabet. Write them in alphabetical order. You may use manuscript or cursive letters.

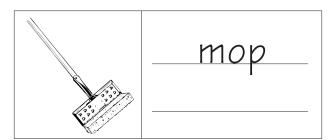
Short Vowel Sounds

The following words have the *short vowel* sound. Copy the words on the lines.







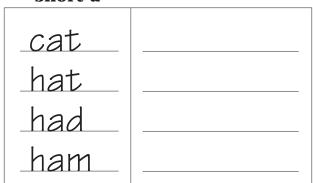




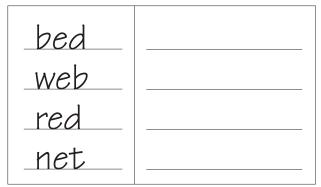
- Write the five words. Then say each word out loud.
- The words in this lesson have the *short vowel* sound. Say the short vowel sound in each word out loud.

The following words have a short vowel sound. Say each word out loud, and then write it. As you write, try to "hear" the short vowel sound in each word.

short a



short e



short i

_pin	
pig hit	
hit	
six	

short o

_mop	
not	
got	
top	

short u

nut	
gun	
jug	
cup	

Now look back at the words you just wrote. Notice that each word has this pattern:

consonant-vowel-consonant

This is called the **c-v-c** pattern in words.

cat	b e d	pin	m o p	nut
C-V-C	C-V-C	C-V-C	C-V-C	C-V-C

— LESSON · 2 —

Checking Answers

- In *Spelling Steps* lessons, you will check your own answers. This lesson gives you practice checking your work.
- ➤ Read each sentence. Then write your answers in the blanks. You may write your answers in either *cursive* or *manuscript* letters.
 - 1. The vowel letters are _____, ____, ____, and _____.
 - Read this sentence: Jan and Pat met him at ten.
 Does each word in the sentence have a vowel sound? ______
 - 3. Draw a line under each vowel letter in this sentence.

Jan and Pat met him at ten.

4. Is there a vowel letter in each word in the sentence above? _____

-REMEMBER!-

Every word has at least one vowel sound and at least one vowel letter.

5. Reread the sentence about Jan and Pat. Write the words that are spelled with the consonant-vowel-consonant (**c-v-c**) pattern.

-Remember!—

In most $\mathbf{c}\text{-}\mathbf{v}\text{-}\mathbf{c}$ words, the vowel sound is a *short vowel* sound.

CHECK YOUR ANSWERS!

Now check your answers to find out if you were right. If you made any errors, reread the questions. Find out why you missed each question.

LESSON • 3 -

Letters and Sounds

The word pin has the letter p, the letter i, and the letter n.

- 1. How many letters does the word *pin* have? _____
- 2. How many consonant letters does the word *pin* have? _____
- 3. Write the consonant letters in the word *pin*. _____
- 4. How many vowel letters does *pin* have? ______
- 5. Write the vowel letter in the word *pin*. _____
- 6. Is the word *pin* spelled with the **c-v-c** pattern?
- The word *pin* has the *p* sound, the short *i* sound, and the *n* sound.
 - 7. How many sounds does the word *pin* have? _____
 - 8. How many consonant sounds does *pin* have? _____
 - 9. Write the consonant sounds in the word *pin*. _____
 - 10. How many vowel sounds does the word *pin* have? _____
 - 11. What vowel sound is heard in *pin*? _____
- In these lessons, a *sound* is written this way: /p/. The letter p between the two slanted lines stands for a sound you can say and hear. In the word pin, /p/ means the p sound, /i/ means the short i sound, and /n/ means the n sound.
- Write the following answers using the format for sounds that you just learned.
 - 12. If you mean the sound of *b*, how will you write it? _____
 - 13. If you mean the sound of *m*, how will you write it? _____
 - 14. If you mean the sound of *f*, how will you write it?

REMEMBER!

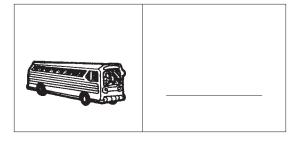
A letter between two slanted lines stands for a *sound* you hear and say. When you answer questions, always put slanted marks around the letter if you mean a sound and not a letter.

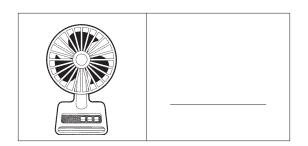
REVIEW

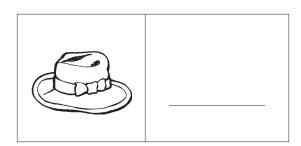
- The word *review* means "to study again." Good students *review* their work to make sure they fully understand what they have studied so far.
 - 1. Write the alphabet in capital letters. You may use either cursive or manuscript letters.

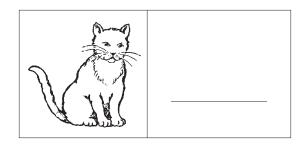
2. Write the alphabet in small letters. You may use either cursive or manuscript letters.

3. Look at each picture. Say the name of the object out loud. Then listen to the first *sound* in each word. Write the letter that spells the first sound.

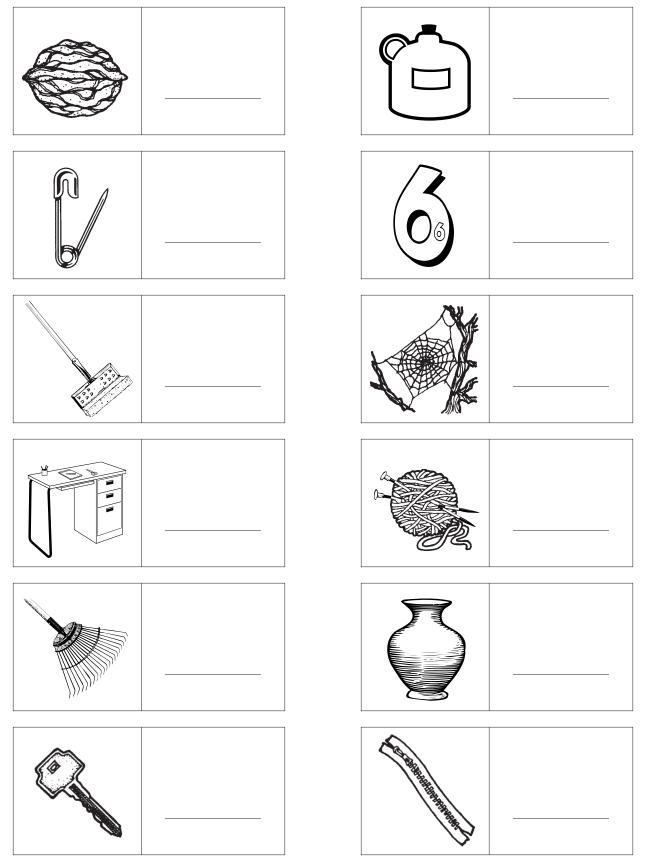








... Continue to write the letter that spells the first *sound* of each object.



4. Look at each picture. Say the name of the object out loud. Then listen to the *last* sound of the word. It is a consonant sound. Write the letter that spells the *last* sound in each word.



- 5. Each letter of the alphabet is either a consonant or a vowel. Write only the *vowel* letters here:
- 6. Does the word *and* have the **c-v-c** pattern? _____
- 7. Read each pair of words below. Then circle the word that has the short vowel sound. The words you circle will have the **c-v-c** pattern.
 - a. cat / cute
- c. pine / pin
- e. nut / note

- b. bead / bed
- d. mop / make
- 8. Do all words have at least one vowel letter and at least one vowel sound?
- 9. What is the first letter in the word *ten*?
- 10. What is the first sound in the word *ten*?
- 11. How will you write the sound of *r* in *red*? _____
- 12. What is the first letter in the word *bed*?
- 13. What is the first sound in the word *bed*? _____
- 14. What is the last letter in the word *cup*?
- 15. What is the last sound in the word *cup*?
- 16. What is the last letter in the word *pin*?
- 17. What is the first letter in the word *mop*?



Check your answers in this Review. Study any errors you might have made. It is important that you understand the material in Units 1 and 2 before you go on to Unit 3.

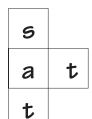
LESSON • 1-

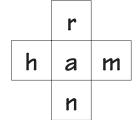
Short /a/

► Read the words in the spelling box. Say each word out loud.

at	am	and	ran	ham
an	sat	had	man	

- 1. What vowel *sound* do you hear in each word? _____
- 2. What vowel *letter* do you see in each word?
- 3. Draw a line under each spelling word in the sentences below.
 - a. The man ran to get the ham at the store.
 - b. I had a cat, and it sat on the mat.
 - c. I am going to put an ad in the paper.
- 4. Write the puzzle words.





- 5. Which four spelling words begin with the short /a/ sound and the letter a?
- 6. Which two spelling words have the ending consonant sound /d/?
- 7. Write the two spelling words that begin with the consonant sound $/\mathbf{h}/$.
- 8. Write the three spelling words that end with the consonant sound $/\mathbf{n}/$.

9. Which two spelling words end with the letter t?

10. You can make new words from the spelling words *an, am,* and *at.* Just add a beginning consonant to each word. Finish writing the new words on the lines. Say the words out loud. Notice that each word has the **c-v-c** pattern.

an	am	at
b	C	b
C	d	C
f	h	h
p	j	m
r	r	p
t	t	r
V	У	5

HOW DID YOU DO?

- CHECK: Check your answers in this lesson.
- 2. **STUDY:** Use your *Spelling Steps Checklist* to study the spelling words in this lesson.
- **3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Get out your *Record of Progress*. Mark the number of words you spelled correctly.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*. Save your test paper. You can use it to review for the unit test.

UNIT 13

Short /e/

► Read the words in the spelling box. Say each word out loud.

yet	let	fed	bell	fell	less	
met	set	red	well	yes	men	

- 1. What vowel *sound* do you hear in each word? _____
- 2. What vowel *letter* do you see in each word? _____
- 3. Draw a line under each spelling word in the sentences below.
 - a. We have not met yet.
 - b. Let the men ring the bell.
 - c. Yes, the bucket fell in the well.
 - d. Set the red book on the desk.
 - e. We were fed less food today.
- 4. When the last parts of words sound alike, the words *rhyme*. Two words that rhyme are *can* and *ran*. Write the three words from the spelling box that rhyme with the word *yet*.
- 5. Write the spelling word that rhymes with *fed*. _____
- 6. Write the spelling word that rhymes with *less*. _____
- 7. Say the words yes and less out loud.
 - a. How many sounds do you hear in yes? _____
 - b. How many sounds do you hear in *less*? _____
 - c. Is the last sound the same in both words? _____
 - d. What is the last sound you hear in both words?_____

In the word **yes**, the **/s/** sound is spelled with one **s**. In the word **less**, the **/s/** is spelled **ss**.

8. Which of the spelling words means "more than one man"?_____

LESSON · 2

- 9. What vowel sound is heard in the word fat?_____
- 10. What vowel sound is heard in the word fan? _____
- 11. What vowel sound is heard in the word *fed*? _____
- 12. Sometimes a sound in a word is spelled with two consonant letters that are alike. Four of the words in the spelling box have two consonant letters that are alike. Write those words.

REMEMBER!

One consonant sound in a word is sometimes spelled with two consonant letters that are alike.

13. You can make new words from some of the spelling words by changing the first letter. Say these words out loud. Notice that each word has the short /e/ sound.

well	yet	wet
fell	get	net
tell	let	bet
bell	set	jet
sell	met	pet

HOW DID YOU DO? -

- 1. **CHECK:** Check your answers in this lesson.
- 2. **STUDY:** Use your *Spelling Steps Checklist* to study the spelling words in this lesson.
- **3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Get out your *Record of Progress*. Mark the number of words you spelled correctly.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*. Save your test paper. You can use it to review for the unit test.

UNIT 13

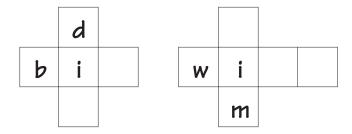
Short /i/

Read the words in the spelling box. Say each word out loud.

in	if	hit	did	will	six	
it	sit	hid	ill	him	big	

- 1. What vowel *sound* do you hear in each word? _____
- 2. What vowel *letter* do you see in each word? _____
- 3. Draw a line under each spelling word in the sentences below.
 - a. Did the bad food make him ill?
 - b. She hid it in the big can.
 - c. We saw six trees on the hill.
 - d. Will you sit down?
 - e. If you hit the dog, it will bite you.
- 4. Write the spelling words that mean the **opposite** of these words.
 - a. **out**
- d. **her**
- b. **little** _____
- e. well
- c. **stand**
- f. **miss** _____
- 5. Fill each blank with a word from the spelling box.
 - a. The number _____ comes after the number five.
 - b. She _____ the money she saved.
 - c. He is _____ his own house.
- 6. Four spelling words begin with the short /i/ sound and the letter *i*. Write those four words on the line below.

- 7. Which spelling word rhymes with *hid*? _____
- 8. What vowel sound is heard in the word *bed*? _____
- 9. What vowel sound is heard in the word bad?_____
- 10. What vowel sound is heard in the word *bid*? _____
- 11. Use spelling words with the short /i/ sound to finish the puzzles.



12. You can make new words from some of the spelling words. Just change the first letter. Say these words out loud. Notice that each word has the short /i/ sound.

it	fit	ill	fill	dill
hit	lit	will	kill	mill
sit	pit	hill	bill	gill

HOW DID YOU DO? -

- 1. CHECK: Check your answers in this lesson.
- 2. STUDY: Use your Spelling Steps Checklist to study the spelling words in this lesson.
- **3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Get out your *Record of Progress*. Mark the number of words you spelled correctly.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*. Save your test paper. You can use it to review for the unit test.

Short /o/

Read the words in the spelling box. Say each word out loud.

not	lot	box	top	сор	rob
hot	pot	fox	mop	job	mob

- 1. What vowel *sound* do you hear in each word?_____
- 2. What vowel *letter* do you see in each word?
- 3. Draw a line under each spelling word in the sentences below.
 - a. The man came to rob the store, but the cop caught him.
 - b. She did not get the job she wanted.
 - c. A mob of people came to the ball game.
 - d. Did you see the fox jump on the box?
 - e. I have a lot of good books to read.
 - f. Please put the pot on the stove.
- 4. A spelling word is hidden in each group of letters. Draw a box around each hidden spelling word. Then write the spelling words in the blanks below. The first one has been done for you.

- 5. Write the spelling word that means the **opposite** of *cold*.
- 6. Write the spelling word that means the **opposite** of *bottom*. _____
- 7. Write the two spelling words that rhyme with *top*.
- 8. Write the spelling word that rhymes with *box*.
- 9. Write the four spelling words that end with the letter t.

0. V	Vrite the three s	pelling words that end with	h the letter <i>b</i> .
1. V	Write the two spe	elling words that end with	the letter <i>x</i> .
2. V	Vrite the two spe	elling words that begin with	h the letter <i>m</i> .
3. R	ead the sentenc	es below.	
	It is hot.	Is the mop wet?	I have a lot of pots.
;	a. Does each se	entence start with a capita	l letter?
]		entence end with od or a question mark?	
REM	EMBER!		
	sentence always be a question mark.	egins with a capital letter. Most	sentences end with a period

HOW DID YOU DO? -

bit _____

- 1. **CHECK:** Check your answers in this lesson.
- **2. STUDY:** Use your *Spelling Steps Checklist* to study the spelling words in this lesson.

get _____

- **3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Get out your *Record of Progress*. Mark the number of words you spelled correctly.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*. Save your test paper. You can use it to review for the unit test.

pan _____

Short /u/

Read the words in the spelling box. Say each word out loud.

us	up	but	cut	gum	run
bus	cup	nut	sun	fun	bug

- 1. What vowel *sound* do you hear in each word? _____
- 2. What vowel *letter* do you see in each word? _____
- 3. Underline each spelling word in the sentences below.
 - a. They saw us at the store.
 - b. A nut fell from the tree.
 - c. She saw a bug on the flowers.
 - d. He drank a cup of tea.
 - e. I have some gum, but not very much.
- 4. Fill each blank with a word from the spelling box.
 - a. It is $_$ to ride on the $_$.
 - b. The _____ is shining today.
 - c. Can we _____ the cake?
- 5. Which spelling word means the **opposite** of *down*? _____
- 6. Which spelling word means "to walk very fast"?
- 7. Read these names. Notice that the first letter in each name is a capital letter.

Mat	Pam	Nell	Jim	
Pat	Sam	Ben	Dot	
Dan	Dad	Bill	Bob	
Jan	Ned	Will	Gus	
Nan	Ted	Jill	Peg	

REMEMBER!

A person's name always begins with a capital letter.

8. Write the two spelling words that begin with the letter c.

9. Read the sentence below. Underline each letter that should be a capital letter.

get the nuts for dad and ned.

- 10. A spelling word is hidden in each group of letters. Draw a box around each hidden word. Then write the spelling words in the blanks below. The first one has been done for you.
 - a. asunbre

d. lizbugm

b. bknutse

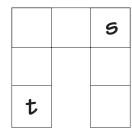
e. xapeucut

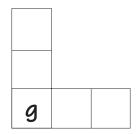
c. ulusaru

f. sumugump

- C. _____
- e. _____

- b. _____
- d. _____
- f. _____
- 11. Use spelling words to complete these puzzles.





12. What vowel sound do you hear in the word *hop*? _____

HOW DID YOU DO? —

- 1. **CHECK:** Check your answers in this lesson.
- 2. **STUDY:** Use your *Spelling Steps Checklist* to study the spelling words in this lesson.
- **3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Get out your *Record of Progress*. Mark the number of words you spelled correctly.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*. Save your test paper. You can use it to review for the unit test.

UX-T 7 3

Plural Ending s

Read the words in the spelling box. Say each word out loud.

cat	mat	net	buns	pills	pan
cats	mats	nets	lid	wig	pans

1. Write the two spelling words that begin with the letter c.

Cat means one cat. Cats means more than one cat.

-Remember!----

The letter *s* is used at the end of many words to mean "more than one." This is called a *plural* ending.

2. Write the spelling words that mean more than one.

ONE	MORE THAN ONE	ONE	MORE THAN ONE
a. cat		d. pan	
b. mat		e. bun	
c. net		f. pill	

- 3. To finish the sentences, fill each blank with a spelling word.
 - a. The two _____ sleep on the ____ by the fire.
 - b. The fishing _____ are full of fish.
 - c. We like to eat sweet rolls and ______.
 - d. Will you put the lid on that _____?
 - e. We take _____ when we are ill.
 - f. George Washington wore a white ______.
 - g. They caught a crab in the _____.

- 4. Listen to the *last* sound when you say the word cats. What sound does the letter s spell in cats?
- 5. Say the word *pans*. Listen to the *last* sound in the word. What sound does the letter *s* spell in *pans*? _____
- 6. Say the spelling words below. Listen for the last sound in each word. Notice that some words end with the /s/ sound and some end with the /z/ sound. On the lists below, make a checkmark (\checkmark) to show the sound you hear in each word. The first two have been done for you.

		/s/ sound	/z/ sound		/s/ sound	/z/ sound
a.	cats			e. wigs		
b.	pans			f. pills		
c.	mats			g. nets		
d.	buns			h. lids		

When the plural ending -s is added to a word, it sometimes spells the /s/ sound and sometimes the /z/sound.

7. Make new words by taking away one letter and adding a new one. The first two have been done for you.

a.
$$c a t - c + b =$$
 d. $w i g - w + p =$

d.
$$w i g - w + p =$$

e.
$$n e t - n + j =$$

c.
$$p a n - p + f =$$

c.
$$p a n - p + f =$$
 f. $l i d - d + p =$

- 8. Write the spelling words that rhyme with *bat*. _____
- 9. Write the spelling words that begin with *p*.

10. Write the spelling words that have the short /i/ sound.

- 11. Write the vowel sound you hear in each word.
 - a. **bit** _____

d. **bet**

b. **bat** _____

e. **but** _____

c. **got** _____

- f. **get** _____
- 12. Use spelling words to complete this puzzle.

		р		
				1
		n		
Ь				-

HOW DID YOU DO?

- 1. CHECK: Check your answers in this lesson.
- 2. STUDY: Use your Spelling Steps Checklist to study the spelling words in this lesson.
- **3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Get out your *Record of Progress*. Mark the number of words you spelled correctly.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*. Save your test paper. You can use it to review for the unit test.

— LESSON • 7 — Different Words

➤ Read the words in the spelling box. Say each word out loud.

a	for	was	you	all	were
the	to	of	are	have	or

- The words you have learned so far are spelled the way they sound.
- ➤ But some words are **not** spelled the way they sound. These words are harder to spell, and it may take you longer to learn them.
- Work hard to learn to spell these words. They are words you need almost every time you write a note or a letter.
 - 1. To finish the sentence, fill each blank with a spelling word.
 - a. _____ and I _____ the same name.
 - b. He _____ going ____ see the movie.
 - c. _____ of us went shopping.
 - d. One_____ them will go with us.
 - e. _____ planes cannot fly in bad weather.
 - f. Either Jim _____ Nan will look _____ the car.
 - g. We _____ going, but we changed our minds.
 - h. _____ you going to buy _____ new boat?
- Did you remember to start each sentence with a capital letter?
 - 2. Write the spelling word that is spelled with only one letter. _____

 - 4. Write the spelling word that is spelled with two consonant letters that are alike.
 - 5. Write the spelling word that rhymes with *to*.

- 6. Write the spelling word that rhymes with *or*.
- 7. Draw a box around the hidden spelling word in each group of letters. Do not look for the word *a*.
 - a. biweren

e. youcmrz

b. lathedr

f. fahavet

c. nopsare

g. gatrwas

d. aforuvw

- h. qudallh
- 8. Look at the three words in each row below. Notice that they look a lot alike. Circle the word in each row that is in the spelling box.
 - a. was saw sew
 - b. this then the
 - c. for four fore
 - d. age are era
 - e. were ware war

- 1. **CHECK:** Check your answers in this lesson.
- **2. STUDY:** Use your *Spelling Steps Checklist* to study the spelling words in this lesson.
- **3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Get out your *Record of Progress*. Mark the number of words you spelled correctly.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*. Save your test paper. You can use it to review for the unit test.

UNIT REVIEW

Review

- Review all that you have learned in Unit 3. This will help you get ready for your Unit 3 Test.
 - 1. What vowel sound is heard in the words *at*, *had*, and *ran*?_____
 - 2. What vowel sound is heard in the words yet, well, and red? _____
 - 3. What vowel sound is heard in the words *if*, *did*, and *big*? _____
 - 4. What vowel sound is heard in the words *lot*, *top*, and *rob*? _____
 - 5. What vowel sound is heard in the words *cut*, *sun*, and *run*? _____
 - 6. Read the sentence below. Draw a line under each word that has the short /a/ sound.

The man sat at the desk.

7. Underline each word below that has the short /e/ sound.

The TV set fell over.

8. Underline each word below that has the short /i/ sound.

Will you sit down while I fill your order?

9. Underline each word below that has the short /o/ sound.

Do not put the hot pot there.

10. Underline each word below that has the short /u/ sound.

Put a cup of nuts into the cake.

- 11. Write the spelling words from Unit 3 that mean the **opposite** of these words.
 - a. **cold** _____
- d. **down**
- b. **no** _____
- e. **more** _____
- c. **out** _____
- f. **stand** _____

12. Read the sentence below. Underline each letter that should be a capital letter.

have you met dan, ted, and bob?

13. Add plural endings to make each word below mean "more than one."

e. **bell**

b. **pot** _____

f. cop

c. **job** _____

g. **cup**

d. **bug**

14. Choose the word that correctly finishes each sentence. Write the word in the blank.

a. (Was / Were) _____ the car fixed today?

b. (have / are) You a nice smile.

c. (of / to) We went _____ the store.

d. (are / or) We can eat pears _____ plums.

e. (were / are)

They _____ at work now.

HOW DID YOU DO? ———

- **1. CHECK:** Check your answers in this review lesson.
- 2. STUDY: Use your Master Spelling List to review the words you have studied in this unit. Also review your lesson tests. Then use your Spelling Steps Checklist to study the words vou missed.
- 3. **TEST:** When you think you know how to spell the words in this unit, ask your teacher to test you. Write the words on notebook paper. Check your spelling. Cross out each word you missed, and write it correctly.
- 4. **RECORD:** Your teacher will record your score on the unit test.
- 5. **RESTUDY:** If you missed any spelling words on the test, restudy those words using your SPELLING STEPS CHECKLIST.

Long Vowel Sounds

- 1. Write the vowel letters.
- 2. Listen to the vowel sounds in *hat*, *let*, *sit*, *hot*, and *sun*. Are these short or long vowel sounds?
- 3. Review this rule from Unit 2:

-REMEMBER!--

Every word has at least one vowel *letter* and at least one vowel *sound*.

- The spelling words in Units 1, 2, and 3 have had just one vowel sound and one vowel letter. Now you are ready to learn to spell words that have more than one vowel letter.
 - 4. Say the word *mad*. What vowel sound does *mad* have? _____
 - 5. Say the word *made*. Listen to the vowel sound in *made*. Is short /a/ the vowel sound in *made*? ______
- The vowel sound in the word *made* is called the **long /a/** vowel sound. The letter **e** at the end of the word *made* changes the vowel sound from the short **/a/** to the long **/a/** vowel sound.

-Remember!----

Long vowel sounds say their own letter names.

6. Read the following words out loud.

made

be

like

no

cute

The vowel sounds you hear in these words are long vowel sounds. Each vowel sound says its own letter name.

- 7. Say each word in the list again. Listen to each vowel sound say its own letter name.
- 8. Check your answers for this lesson.

UNIT 4

Long /a/

► Read the words in the spelling box. Say each word out loud.

mad	make	bake	name	late	
case	made	take	same	game	
ate	lake	gave			

- In the word mad, do you hear a short vowel sound or a long vowel sound?
- 2. In the word *made*, do you hear a short vowel sound or a long vowel sound?
- 3. What vowel letter is at the end of the word *made*?
- 4. Do you hear a vowel sound at the *end* of the word *made*? _____
- In the word *made*, the vowel letter *e* does not spell any sound by itself. The silent letter *e* helps to spell the long */a/* sound in *made*.
 - 5. What vowel sound is heard in the word *cap*? _____
 - 6. What vowel sound is heard in the word *cape*? _____
 - 7. At the end of the word *cape*, does the vowel letter *e* spell any sound by itself?
- The vowel letter e helps to spell the long /a/ in cape.
- Do you remember the **c-v-c** pattern of spelling words? The word *mad* has the **c-v-c** pattern. The other words in the spelling box follow another pattern. This is called the **vowel-consonant-final e** spelling pattern.

-Remember!-

Words that end with one vowel, one consonant, and the silent letter *e* often have a long vowel sound. This is called the **v-c-final e** pattern.

8. When words are spelled with the **v-c-final e** pattern, the *e* usually does not spell any sound. Is the first vowel sound long or short?

9.		Say the words in the spelling box out loud. Do all these words have the long / a / sound?				
10.	Whi	ch spelling word does not have the long /a/ sound?				
11.	Und	lerline each spelling word in the sentences below.				
	a.	Bingo is the name of a game.				
	b.	He was mad because I was late for dinner.				
	c.	We ate the food they gave us.				
	d.	Would you make a new dress for me?				
	e.	Bake a cake so we can take it to the meeting.				
	f.	The same case came up in court last week.				
	g.	The sun on the lake made a pretty picture.				
12.	Writ	te each word in the spelling box that has the v-c-final e				

HOW DID YOU DO? -

spelling pattern.

- 1. CHECK: Check your answers in this lesson.
- 2. **STUDY:** Use your *Spelling Steps Checklist* to study the spelling words in this lesson.
- **3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Get out your *Record of Progress*. Mark the number of words you spelled correctly.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*. Save your test paper. You can use it to review for the unit test.

Long /e/

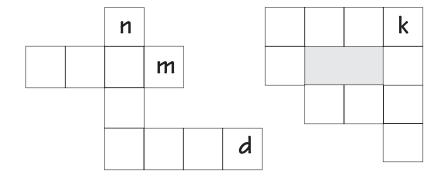
➤ Read the words in the spelling box. Say each word out loud.

he	we	see	feed	keep	seem
be	me	need	deed	feet	week

- 1. What vowel *sound* do you hear in each word?_____
- 2. What vowel *letter* do you see in each word? _____
- 3. Underline each spelling word in the sentences below.
 - a. I cannot seem to keep my feet warm.
 - b. He came to see me when I was sick.
 - c. We need to feed the dogs for Lee this week.
 - d. Helping out will be a good deed.
- 4. Write the spelling words that end with the letter e.

5. Sometimes the long sound of *e* is spelled with two e's. Write the spelling words that have double *e*.

6. Use spelling words to complete these puzzles.



7.	Write the spelling words that rhyme with <i>weed</i> .
8.	Write the spelling words that rhyme with <i>see</i> .
9.	How many vowel sounds do you hear in the word <i>seem</i> ?
Do	not forget that some words with the \log /e/ sound are spelled with double e .
10.	Write the two spelling words that start with the letter <i>w</i> .
11.	Write the two spelling words that start with the letter <i>s</i> .
12.	Write the two spelling words that start with the letter <i>f</i> .
13.	Write the three spelling words that end with the letter d .

- 1. **CHECK:** Check your answers in this lesson.
- 2. **STUDY:** Use your *Spelling Steps Checklist* to study the spelling words in this lesson.
- **3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Get out your *Record of Progress*. Mark the number of words you spelled correctly.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*. Save your test paper. You can use it to review for the unit test.

Long /i/

► Read the words in the spelling box. Say each word out loud.

1	like	life	side	five	pipe
time	bike	wife	ride	vine	file

- 1. What vowel *sound* do you hear in each word? _____
- 2. What vowel *letter* do you see in each word? _____
- 3. What other vowel letter do you see in most of the words? _____
- 4. Does every spelling word end with the letter *e*? _____
- 5. Which spelling word does not end with the letter *e*? _____
- 6. Review this rule:

-Remember!-

Words that end with one vowel, one consonant, and the letter *e* often have a long vowel sound. This is the *v-c-final e* pattern.

7. Write the spelling words that are spelled with the ${\bf v}$ - ${\bf c}$ - ${\bf final}$ ${\bf e}$ pattern.

8. Look at the only one-letter word in the spelling box. It is the word *I*. Notice that it is spelled with a capital letter.

-Remember!-

The word I is always spelled with a capital letter.

9. Copy this sentence. Remember to make a capital I.

My wife and I will ride this time.

10. In the sentence you just wrote, underline each word from the spelling box.

11.	To finish the sentences,	fill each	blank	with	a word	from
	the spelling box.					

a.	My asked me to come home early.						
b.	Take to the papers in order.						
c.	have a stain on the left of my coat.						
d.	I the new boy's name.						
	ite the two spelling words at start with the letter <i>l</i> .						

14. Write the spelling words that answer these riddles.

- a. This is a word that rhymes with *life*.
- b. I am the opposite of *walk*.
- c. Grapes grow on this.
- d. Smoke comes out of it.
- e. I am the number after four.
- f. You ride on this.

HOW DID YOU DO?

12.

1. CHECK: Check your answers in this lesson.

13. Write the two spelling words that start with the letter *f*.

- 2. STUDY: Use your Spelling Steps Checklist to study the spelling words in this lesson.
- **3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Get out your *Record of Progress*. Mark the number of words you spelled correctly.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*. Save your test paper. You can use it to review for the unit test.

Long /o/

Read the words in the spelling box. Say each word out loud.

no	more	rode	on	rope	woke
so	sore	home	hope	toe	vote

- 1. What vowel *sound* do you hear in most of the words?_____
- 2. What vowel *letter* do you see in each word? _____
- 3. What other vowel letter do you see in some of the words?
- 4. Does every spelling word end with the letter *e*? _____
- 5. Write the spelling words that do *not* end with the letter *e*.
- 6. Write the spelling words that are spelled with the **v-c-final e** pattern.

- 7. Which spelling word does *not* have the long /**o**/ sound? _____
- 8. *On* is *no* spelled backward. *No* is *on* spelled backward. Which of these two words has the **long /o/** sound?
- 9. Write the spelling words that end with the **long** /**o**/ sound.
- 10. To finish the sentences, fill each blank with a word from the spelling box.
 - a. My_____ hurts a lot.
 - b. I _____ holds the boat.
 - c. She asked me to _____ for her for mayor of the city.
 - d. He _____ after a short nap.
 - e. We were very tired after we _____the horses.

11.	Which spelling word means the opposite of yes?
19	Which spelling word means the opposite of <i>less</i> ?
12.	which spennig word means the opposite of less:
13.	Which spelling word means the opposite of off?

15. Which spelling word rhymes with *hope*?______

14. Which spelling word rhymes with *more*? _____

16. Draw a box around the hidden spelling word in each group of letters. Then write each spelling word on the line. The first one has been done for you.

- 17. Which vowel sound is heard in the word *vote*?
- 18. Which vowel sound is heard in the word *made*? _____
- 19. Which vowel sound is heard in the word *need*?_____
- 20. Which vowel sound is heard in the word five?

- **1. CHECK:** Check your answers in this lesson.
- 2. STUDY: Use your Spelling Steps Checklist to study the spelling words in this lesson.
- **3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Get out your *Record of Progress*. Mark the number of words you spelled correctly.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*. Save your test paper. You can use it to review for the unit test.

UZ-T 4

Long /u/

➤ Read the words in the spelling box. Say each word out loud.

	cute	June	mule	huge	cube	value
1.		owel <i>sound</i> do y une, mule, huge				
2.		ther vowel <i>lette.</i> hese same spel	ŭ			
3.		te, <i>June</i> , <i>mule</i> , <i>l</i> d. Does the lett				
4.	What s	pelling pattern	do these five v	vords have?		
5.		rd <i>value</i> has tw ree vowel letters				
6.	Say the	ter e does not s word <i>value</i> an ounds. Write th	d listen carefu	lly for the two		
7.		spelling word co person's name a				
8.	Which	spelling word n	ames a month	of the year?		
9.	Which :	spelling word st	tarts with a ca	pital letter?		
		EMEMBER!		s begin with a cap		
10.	Which	spelling word n	ames an anim	al?		

11. Which spelling word means "very big"? _____

12. Which spelling word means "a piece of ice"?

13.	Underline the letters below that should be written in capital letters.
	she and i saw my friend june during the month of june.

14. To finish the sentences, fill each blank with a word from the spelling box.

a.	The	 little	toy	is	on	sale	toda	y.
			9					,

- b. Good land in this town has a high _____.
- 15. One of the words in each of the following sentences is misspelled. Find the incorrect word in each sentence. Draw a line under it. Then spell the word correctly on the line.
 - a. We saw a hug boat. _____
 - b. I want to pet that kute cat.
 - c. I put an ice cebu in my drink. _____
 - d. The plow was pulled by a kule. _____
 - e. The valu of the coat was 20 dollars. _____

Write each spalling word that has the long /u/ sound

10.	write each spennig wo	ra that has the long / u/	Souria.

17. Write each spelling word that has the \mathbf{v} - \mathbf{c} - \mathbf{final} \mathbf{e} spelling pattern.

- 1. CHECK: Check your answers in this lesson.
- **2. STUDY:** Use your *Spelling Steps Checklist* to study the spelling words in this lesson.
- **3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Get out your *Record of Progress*. Mark the number of words you spelled correctly.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*. Save your test paper. You can use it to review for the unit test.

UNIT

LESSON • 7 -

Long /i/ Spelled y

► Read the words in the spelling box. Say each word out loud.

by	fly	my	cry	dry	try
sky	why	shy	pry	rye	good-bye

- 1. What vowel sound do you hear in each word?_____
- All of the spelling words are spelled with the letter y.
 Listen for the sound that y makes in each word.
 What sound does y make in all the spelling words?

-Remember!-

When *y* is at the end of a word that has no other vowels, it makes the **long /i/** sound.

- 3. Write the spelling words that have only two letters. _____
- 4. Write the spelling words that begin with the letter *s*. _____
- 5. Write the spelling words that have the letter *r*. ______

6. One of the spelling words is made up of two words joined by a hyphen. Write this spelling word.

- 7. To finish the sentences, fill each blank with a word from the spelling box.
 - a. As they drove away, we waved _____ to them.
 - b. The _____ child will _____ if a stranger talks to her.
 - c. Will my wet tennis shoes be _____ by tomorrow?
 - d. If at first you don't succeed at a job, _____ again.
 - e. I locked _____ keys inside the car today.
 - f. _____ don't you _____ open the box with a crowbar?

8. Use spelling words to complete these puzzles.

		k						
	h							
h			g			-		
					У			

- 9. Write spelling words that mean the opposite of the words below.
 - a. **wet** _____
- c. laugh _____
- b. **hello** _____
- d. **bold** _____
- 10. Underline each spelling word in the sentences below.
 - a. Why don't you try to fly home for Thanksgiving?
 - b. My shy brother won't try to make friends.
 - c. I don't know why the rye bread is so dry.
 - d. Will you cry when you say good-bye to your friend?
 - e. I rode by your house on my bike.

- 1. **CHECK:** Check your answers in this lesson.
- 2. STUDY: Use your Spelling Steps Checklist to study the spelling words in this lesson.
- **3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Get out your *Record of Progress*. Mark the number of words you spelled correctly.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*. Save your test paper. You can use it to review for the unit test.

Different Words

➤ Read the words in the spelling box. Say each word out loud.

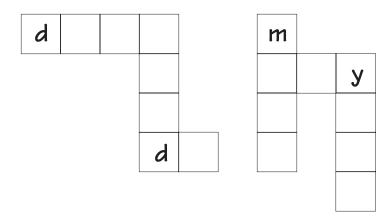
do	any	would	your	said	work
does	many	could	her	new	some

➤ Most of the words you have learned to spell in this book are spelled the way they sound. But some words are **not** spelled the way they sound. These words are harder to spell.

Say the words in the spelling box one more time.

- 1. Fill each blank with a word from the spelling box.
 - a. She _____ that her car was _____ .
 - b. Do you _____ at the store?
 - c. I went with _____ to use the phone.
 - d. Is this _____ gift or her gift?
 - e. He has made that trip _____ times.
 - f. _____ you like any more tea to drink?
- 2. Underline each word that is in the spelling box.
 - a. At first, Dan would not go. Then he said he could go.
 - b. Did you buy any things at the store?
 - c. Does she like her new bike?
 - d. Do you need some new shoes to wear to work?
- 3. Write the spelling word that rhymes with *any*.
- 4. Write the two spelling words that rhyme with *should*.
- 5. Write the spelling word that is the **opposite** of *old*.

- 6. Write the spelling word that is spelled with only two letters. _____
- 7. Use spelling words to complete these puzzles.



8. Write the three spelling words that are spelled with three letters.

. Find the hidden spelling words in each group of letters. Draw a box

9. Find the hidden spelling words in each group of letters. Draw a box around each one. Then write the spelling words on the lines.

a. **adossnp** _____

e. quworko _____

b. **mcsomev**_____

f. difsaid _____

c. **ghertwy** _____

g. hyourxb _____

d.		i c	0	u	1	d	
----	--	-----	---	---	---	---	--

h. mzkmany _____

- 1. CHECK: Check your answers in this lesson.
- 2. STUDY: Use your Spelling Steps Checklist to study the spelling words in this lesson.
- **3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Get out your *Record of Progress*. Mark the number of words you spelled correctly.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*. Save your test paper. You can use it to review for the unit test.

- UNIT • 4 -

Review

- Review all the material you learned in Unit 4. This will help you get ready for the Unit 4 Test.
 - 1. What vowel sound is heard in *make*, *ate*, and *gave*? _____
 - 2. What vowel sound is heard in be, see, and week? _____
 - 3. What vowel sound is heard in *June*, *huge*, and *cube*? _____
 - 4. What vowel sound is heard in *rode*, *toe*, and *so*? _____
 - 5. What vowel sound is heard in *I*, *life*, and *file*?
 - 6. What vowel sound is heard in fly, rye, and my? _____
 - 7. In the sentence below, draw a line under each word that has the **long** /a/ sound.

Bake two cakes in case we go to the picnic at the lake.

8. Underline each word that has the **long** /e/ sound.

He need not be afraid to feed the deer.

9. Underline each word that has the **long /i/** sound.

He had the time of his life with his wife on the trip.

10. Underline each word that has the **long /o/** sound.

She held the rope so tightly that it made her hands sore.

11. Underline each word that has the **long /u/** sound.

The farmer bought the mule and put it in the huge barn.

12. Underline each word that has the **long /i/** sound.

I will try not to cry when we say good-bye.

- 13. Choose the word that correctly completes each sentence. Then write it in the blank.
 - a. (Do, Does) _____ your dog jump up at you?
 - b. (mad, made) He will not be ______ if you say you are sorry.
 - c. (your, you) Be sure to wear_____ gloves on cold days.
 - d. (cut, cute) This sharp knife can _____ you.

- 14. Write *yes* by each word that is spelled with the **v-c-final e** pattern. Write *no* by each word that is *not* spelled with the **v-c-final e** pattern. The first two have been done for you.
 - a. made <u>yes</u>
- g. **no** _____
- m. **toe** _____

- b. **mad** ____10___
- h. **file** _____
- n. **cute** _____

- c. **game** _____
- i. **feet** _____
- o. **value** _____

- d. **gave** _____
- j. **pipe** _____
- p. **said** _____

e. **he** _____

f. I

- k. **more** _____
- r. **new**

q. **huge** _____

15. Read each sentence. If the sentence is true, write *true* in the blank. If the sentence is *not* true, write *false* in the blank. The first one has been done for you.

l. on

- b. The word *I* is never spelled with a capital *I*.
- c. The word *life* rhymes with the word *wife*.
- d. No is on spelled backward.
- e. *Yes* is not the opposite of *no*.
- f. A person's name is never spelled with a capital letter.
- g. The months of the year always begin with a capital letter.
- h. *Old* is the opposite of *new*.
- i. Short vowel sounds say their own names._____
- j. Every word has at least one vowel letter and at least one vowel sound. _____
- k. Words that end with one vowel, one consonant, and the letter *e* often have the short vowel sound. _____
- l. The letter *y* sometimes makes the **long** /**i**/ sound. _____

16. The letter y can make the /y/ or **long** /i/ in different words. Say each word below. Then check the sound that y spells in each word.

		/y /	long /i/
a.	yet		
b.	by		
c.	rye		
d.	yes		
e.	you		
f.	why		
g.	good-bye		
h.	try		
i.	year		

17. Read the sentence below. Underline each word that should begin with a capital letter.

he and i will take a trip in the month of may.

- **1. CHECK:** Check your answers in this review lesson.
- **2. STUDY:** Use your *Master Spelling List* to review the words you have studied in this unit. Also review your lesson tests. Then use your *Spelling Steps Checklist* to study the words you missed.
- **3. TEST:** When you think you know how to spell the words in this unit, ask your teacher to test you. Write the words on notebook paper. Check your spelling. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Your teacher will record your score on the unit test.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*.

- LESSON • 1 -

Variant Sounds of g

► Read the words in the spelling box. Say each word out loud.

go	gate	dig	egg	stage
get	give	pig	gem	age
got	gone	rug	large	cage

- 1. Each word in the spelling box has the letter *g*. Say *go* and *get*. The letter *g* spells what sound in these words?
- 2. Say age and cage. Do age and cage have the **v-c-final e** spelling pattern?
- 3. Say age and cage again. What is the last sound you hear? _____
- 4. In age and cage, the letter g spells what sound?
- 5. Say the words in the spelling box again.
 Listen to the *sounds*. What are the two sounds that *g* can make? ______
- When the letter g is used to spell the /g/ sound in a word, the sound is called the hard sound of g.
- When the letter g is used to spell the /j sound in a word, the sound is called the **soft sound** of g.

REMEMBER!

The letter g can spell /g/ or /j/ in different words.

- Remember, when the letter g spells /g/, it is the hard sound of g. When the letter g spells /j/, it is the soft sound of g.
 - 6. Write each spelling word that has the $/\mathbf{g}/$ sound (the hard sound) of g.
 - 7. Write each spelling word that has the $/\mathbf{j}/$ sound (the soft sound) of g.

- Remember that /j/ in words can also be spelled with the letter j. Do you remember the spelling words job and June? In job and June, the letter j spells /j/.
 - 8. Underline each spelling word in the sentences below.
 - a. Go get her to close the gate to the cage.
 - b. Get a shovel to dig a large hole.
 - c. Give me just one egg to eat.
 - d. The ring was set with a large blue gem.
 - 9. Write the words that have the \mathbf{c} - \mathbf{v} - \mathbf{c} spelling pattern.

10. Use the spelling words to complete this puzzle.

			V	
u		0		g
	а			

- **1. CHECK:** Check your answers in this lesson.
- **2. STUDY:** Use your *Spelling Steps Checklist* to study the spelling words in this lesson.
- **3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Get out your *Record of Progress*. Mark the number of words you spelled correctly.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*. Save your test paper. You can use it to review for the unit test.

LESSON · 2 -

Variant Sounds of c

Read the words in the spelling box. Say each word out loud.

can	mice	сар	cake	pace
cab	rice	came	decide	face
nice	code	come	cold	race

- 1. Each word in the spelling box has the letter *c*. Say *can* and *cab* again. The letter *c* spells what sound in *can* and *cab*? ______
- 2. Say face and race. Do face and race have the **v-c-silent e** spelling pattern?
- 3. Say face and race again. What is the last sound you hear?
- 4. In *face* and *race*, the letter *c* spells what sound? _____
- 5. Say all the spelling words again.
 What two sounds can *c* spell?
- When the letter c is used to spell the /k/ sound in a word, the sound is called the hard sound of c.
- When the letter c is used to spell the /s/ sound in a word, the sound is called the soft sound of c.

-Remember!-

The letter c can spell /k/ or /s/ in different words.

6. Write each spelling word that has $/\mathbf{k}/$, or the hard sound of c.

- 7. Write the spelling words that have $/\mathbf{s}/$, or the soft sound of c.
- Remember that **/k/** in words is also spelled with the letter *k*. Do you remember these spelling words from Unit 4?

bike make keep lake

In these words, the letter k spells /k/.

>	Do not forget that /s/ in words is also spelled with the letter s. Do you
	remember these spelling words?

sat

same

bus

yes

In these words, the letter s spells /s/.

- 8. Underline each spelling word in the sentences below.
 - a. Can you get a cab to come to my place?
 - b. I will not race with you on this cold day.
 - c. That big cap hides his face.
 - d. The mice ate the cake and rice.
 - e. She has a very nice face.
 - f. The horse came at a fast pace.
 - g. Can you read the secret code?
 - h. Did you decide which kind of cake to fix?
 - i. My face does not get cold when I wear a cap.
- 9. Next to each word in List A below, write the rhyming word you find in List B.

	LIST A	LIST B
a.	mice	 code
b.	face	 come
c.	man	 decide
d.	some	 cap
e.	map	 nice
f.	name	 came
g.	rode	 can
h.	ride	race

10.	Write the spelling words that have the long /a/ sound.

11. Write the spelling words that have the long $/\mathbf{i}/$ sound.

12. The word *mat* has the **c-v-c** spelling pattern. The word *vote* has the **v-c-final e** spelling pattern. Study each spelling word in the list below. Put a check in the column that shows which spelling pattern each word has. The first one has been done for you.

	c-v-c	v-c-final e		C-V-C	v-c-final e
a. cai	n _✓		e. pace		
b. nic	ee		f. came		
c. co	de		g. cab		
d. ca j	p				

- 13. Write the spelling word that starts with the letter *m*. _____
- 14. Write the two spelling words that start with the letter *r*.
- 15. Write the spelling word that ends with the letter *b*. _____

- 1. **CHECK:** Check your answers in this lesson.
- **2. STUDY:** Use your *Spelling Steps Checklist* to study the spelling words in this lesson.
- **3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Get out your *Record of Progress*. Mark the number of words you spelled correctly.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*. Save your test paper. You can use it to review for the unit test.

LESSON · 3 -

Variant Sounds of s

Read the words in the spelling box. Say each word out loud.

seen	sale	miss	is	use
gas	save	send	as	has
sad	seed	safe	his	nose

- 1. All the spelling words have the letter *s*. Say the words *seen* and *gas*. The letter *s* spells what sound in *seen* and *gas*?
- 2. Say *has* and *nose*. What is the last sound you hear in *has* and *nose*?
- 3. In *has* and *nose*, the letter *s* spells what sound?
- 4. Say the words in the spelling box again. What are the two sounds of *s*? ______

-Remember! —

The letter s can spell /s/ or /z/ in different words.

5. Read these sentences.

I will use the car today.

We made use of the car when we took a trip.

- a. In the first sentence, the letter s in *use* spells what sound?
- b. In the second sentence, the letter s in use spells what sound?
- 6. The letter *s* spells /**s**/ in some words in the spelling box. Write those words.

7.	The letter s spells $/\mathbf{z}/$ in some words	
	in the spelling box. Write those words.	
	. 0	

Remember that /z/ in words can also be spelled with the le	letter.	the	with	pelled	be s	also	can	words	' in	/z/	that	mber	Reme	
--	---------	-----	------	--------	------	------	-----	-------	------	-----	------	------	------	--

8.	Write the words zero and zone.	
\sim .	Wille the Wolds Zelo alla Zolle.	

9.	Is.	/z/	in zero and	zone the same	sound as /z/	in <i>his</i> and	nose?
----	-----	-----	-------------	---------------	--------------	-------------------	-------

10. To finish the sentences, fill each blank with a spelling word.

a.	Have you	her	vet?
u.	iluve you	 1101	,

- b. He tries to _____ money when he buys cheap ____ for his car.
- c. When you leave, I will ______ you and feel _____.
- d. We must buy _____ to plant in the garden.
- e. Are the winter coats on _____ this week?
- f. His _____ was red because he had a bad cold.
- g. Is it _____ to ride in ____ old car?

HOW DID YOU DO? ———

- 1. **CHECK:** Check your answers in this lesson.
- 2. **STUDY:** Use your *Spelling Steps Checklist* to study the spelling words in this lesson.
- **3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Get out your *Record of Progress*. Mark the number of words you spelled correctly.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*. Save your test paper. You can use it to review for the unit test.

Different Words

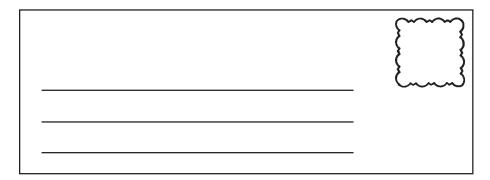
► Read the words in the spelling box. Say each word out loud.

mos	t Mrs	s. own	want	put
year	. Ms	. here	smal	l head
year	s Mis	ss off	once	eye
St.	Mr.	sinc	e move	e eyes

- Words that are not spelled the way they sound can be hard to learn to spell. The words in this lesson are words you often need when you write.
 - 1. Underline each spelling word in the sentences below.
 - a. Since the store has been here for ten years, it is well known.
 - b. Tim has been off work for most of the last year.
 - c. Mr. and Mrs. Garcia want to put flowers on their own small lot.
 - d. Once Ms. Nan Kees got the job, she was happy.
 - e. Miss Pat Smith now lives at 505 First St.
 - f. He is a head taller than his brother.
 - g. She said, "I will keep an eye on your baby for you."
 - h. We will move most of our small things in our truck.
- ► Mr., Mrs., and Ms. are abbreviations, or short ways of writing words. Abbreviations have periods after them. Because Mr., Mrs., and Ms. are titles for people, they begin with capital letters.
 - 2. Write *Mr.*, *Mrs.*, and *Ms.*
- Mr. is a title for a man. Mrs. is a title for a married woman. Ms. is a title for either a married woman or a single woman.
- Miss is a title for a girl or a woman who is not married. Miss begins with a capital letter, since it is a title for a person. Miss is not an abbreviation, so it does not have a period after it.
 - 3. Write the title *Miss*. _____

- The abbreviation for the word *street* is *St*. It begins with a capital letter and ends with a period.
 - 4. Write this address on the envelope. Do not forget to use capital letters and periods where they are needed.

mr and mrs harvey goodman 348 main st chicago, illinois 60648



Did you begin Main, Chicago, and Illinois with capital letters?

-REMEMBER!-

The name of a certain place always begins with a capital letter.

- 5. Which spelling word means the opposite of *there*?
- 6. Which spelling word means the opposite of *on*?
- 7. Which spelling word means the opposite of *large*? ______

- 1. CHECK: Check your answers in this lesson.
- **2. STUDY:** Use your *Spelling Steps Checklist* to study the spelling words in this lesson.
- **3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Get out your *Record of Progress*. Mark the number of words you spelled correctly.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*. Save your test paper. You can use it to review for the unit test.

LESSON · 5 -

Number Words and Days of the Week

Read the words in the spelling box. Say each word out loud.

one	two	three	four	seven
eight	nine	ten	Sunday	Monday
Tuesday	Wednesday	Thursday	Friday	Saturday
Sun.	Mon.	Tues.	Wed.	Thurs.
Fri.	Sat.			

- The words in the spelling box are number words, names for the days of the week, and abbreviations for the days of the week.
- A few of the spelling words are spelled the way they sound, but most are not.
- Most words in the spelling box are hard to spell. But they are words you need to know because you will write them often. Work hard to learn the correct spelling of these words.
 - 1. Write the spelling words that are number words.

Five and six were two of the spelling words in Unit 4.

2. Write the spelling words that name the days of the week. ______

week are always spelled with a capital letter.

Did you remember to begin the name of each day with a capital letter? Days of the

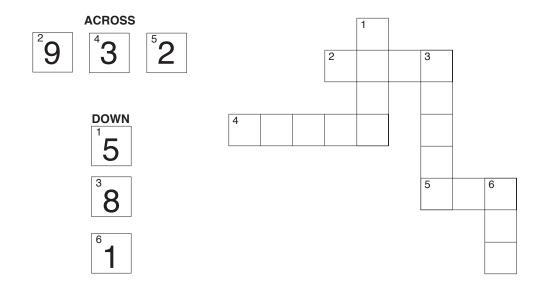
3. Write the spelling words that are abbreviations for the days of the week.

- Did you remember to put a period after each abbreviation? Always put a period after an abbreviation.
- Did you remember to start the abbreviations of days of the week with capital letters? The abbreviation of each day of the week is always spelled with a capital letter.

4. Write the abbreviation for each day of the week.

Sunday	 Thursday	
Monday	 Friday	
Tuesday	 Saturday	
Wednesday		

5. Complete the puzzle with number words from the spelling box.



- 1. **CHECK:** Check your answers in this lesson.
- **2. STUDY:** Use your *Spelling Steps Checklist* to study the spelling words in this lesson, as well as any other words you want to learn to spell.
- **3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Get out your *Record of Progress*. Mark the number of words you spelled correctly.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*. Save your test paper. You can use it to review for the unit test.

UNIT • 5

Review

Review all the material you have learned in Unit 5. This will help you get ready for the Unit 5 Test.

1. In *got* and *gate*, the letter *g* spells what sound?

2. In *large* and *age*, the letter *g* spells what sound? _____

3. When the letter g is used to spell $/\mathbf{g}/$ in a word, the sound is called the _____ sound of g.

4. When the letter g is used to spell $/\mathbf{j}/$ in a word, the sound is called the _____ sound of g.

5. The letter ____ can spell $/\mathbf{g}/$ or $/\mathbf{j}/$ in words.

6. The /**j**/ sound in words can be spelled by two different letters. Write the two letters. (Hint: Say *age* and *job*.)

7. Read the words below. Say each word out loud. Then make a checkmark to show the sound that *g* spells in each word.

/g/ /j/

/g/

/**i**/

a. **go** _____

h. **gone** _____

b. **cage** _____

i. **stage** _____

c. **get** _____

j. **large** _____

d. **got** _____

k. **dig** _____

e. **age** _____

l. **pig** _____

f. **gate** _____

m. **rug** _____

g. **give** _____

8.	In can and	cab, the	letter \emph{c} spells	what sound?	
----	------------	----------	--------------------------	-------------	--

10. When the letter
$$c$$
 is used to spell $/\mathbf{k}/$ in words, the sound is called the _____ sound of c .

11. When the letter
$$c$$
 is used to spell $/\mathbf{s}/$ in words, the sound is called the _____ sound of c .

15. Read the words below. Say each word out loud. Then check the sound that c spells in each word.

	/ k /	/s/		/ k /	/s/
a. nice			h. come		
b. code			i. cab		
с. сар			j. cake		
d. decide			k. pace		
e. can			l. face		
f. came			m. rice		
g. mice			n. cold		

- 16. In *gas* and *sale*, the letter *s* spells what sound?
- 17. In *has* and *nose*, the letter *s* spells what sound?
- 18. The /**z**/ sound in words can be spelled by two different letters. Write the two letters. _____ ___
- 19. Read the words below. Say each word out loud. Then check the sound that *s* spells in each word.

	/s/	/ z /		/s/	/ z /
a. gas			h. his		
b. save			i. sad		
c. safe			j. miss		
d. is			k. has		
e. as			l. nose		
f. seen			m. sale		
g. seed					

- 20. Read each sentence. Then write true or false in each blank.
 - a. _____ Abbreviations are short ways of writing words.
 - b. _____ Abbreviations have periods after them.
 - c. _____ Titles for people do not begin with capital letters.
 - d. _____ *Mr.* is a title for a married woman.
 - e. _____ *Mrs.* is a title for a man.

21. Write the abbreviation for each word below.

a. St ı	reet	e.	Wednesday
b. Su	nday	f.	Thursday
c. Mo	onday	g.	Friday
d. Tu	esday	h.	Saturday

22. Write the number words in order from one to ten.

a	f.	
b	g.	
c	h.	
d	i.	
e	j.	

- 1. **CHECK:** Check your answers in this review lesson.
- **2. STUDY:** Use your *Master Spelling List* to review the words you have studied in this unit. Also review your lesson tests. Then use your *Spelling Steps Checklist* to study the words you missed.
- **3. TEST:** When you think you know how to spell the words in this unit, ask your teacher to test you. Write the words on notebook paper. Check your spelling. Cross out each word you missed, and write it correctly.
- **4. RECORD:** Your teacher will record your score on the unit test.
- **5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *Spelling Steps Checklist*.

UNITS 1 AND 2

Unit 1, Lesson 1 — b, f, h, l, n, p, m, d, t, r, k, j, s, b, c, q, w, v, y, z

Unit 1, Lesson 2 - b, f, l, t, k, n, p, m, d, g, x

Unit 2, Lesson 2

1. a, e, i, o, u

2. yes

3. Jan and Pat met him at ten.

4. yes

5. Jan, Pat, met, him, ten

Unit 2, Lesson 3

three
 two

3. p, n 4. one

5. i

6. yes7. three

8. two

9. p, n 10. one 11. short i

12. /b/

13. /m/

14. /f/

Units 1 and 2-Review

1. ABCDEFGHIJKL MNOPQRSTUVWXYZ

2. abcdefghijkl mnopqrstuvwxyz

3. b, f, h, c, n, p, m, d, r, k, j, s, w, y, v, z

4. f, l, t, k, p, m, d, g, x

5. a, e, i, o, u

6. no

7. a. cat, b. bed, c. pin, d. mop, e. nut

8. yes

9. t

10. /t/

11. /r/

12. b

13. /b/

14. p

15. /p/

16. n

17. m

▶ UNIT 3

Unit 3, Lesson 1

- 1. short /a/
- 2. a
- 3. a. man, ran, ham, at b. had, and, sat c. am, an
- 4. sat, at, ran, ham
- 5. at, an, am, and
- 6. and, had
- 7. had, ham

- 8. an, ran, man
- 9. at, sat
- 10. ban, cam, bat can, dam, cat fan, ham, hat pan, jam, mat ran, ram, pat tan, tam, rat van, yam, sat

▶ UNIT 3

Unit 3, Lesson 2

- 1. short /e/
- 2. e
- 3. a. met, yet
 - b. Let, men, bell
 - c. Yes, fell, well
 - d. Set. red
 - e. fed, less
- 4. met, let, set
- 5. red

Unit 3, Lesson 3

- 1. short /i/
- 2. i
- 3. a. Did, him, ill
 - b. hid, it, in, big
 - c. six
 - d. Will, sit
 - e. If, hit, it, will
- 4. a. in
 - b. big
 - c. sit
 - d. him
 - e. ill
 - f. hit

- 6. yes
- 7. a. 3, b. 3, c. yes, d. /s/
- 8. men
- 9. short /a/
- 10. short /a/
- 11. short /e/
- 12. bell, well, fell, less
 - 5. a. six, b. hid, c. in
 - 6. in, if, it, ill
- 7. did
- 8. short /e/
- 9. short /a/
- 10. short /i/
- 11. d

- h will
- big d
- m

- Unit 3, Lesson 4
 - 1. short /o/
 - 2. o
 - 3. a. rob, cop
 - b. not, job
 - c. mob
 - d. fox, box
 - e. lot
 - f. pot
 - 4. a. box, b. rob, c. not, d. lot
 - 5. hot

- 6. top
- 7. mop, cop
- 8. fox
- 9. not, hot, lot, pot
- 10. job, rob, mob
- 11. box, fox
- 12. mop, mob
- 13. a. yes, b. yes
- 14. short /i/, short /e/, short /a/

Unit 3, Lesson 5

- 1. short /u/
- 2. u
- 3. a. us
 - b. nut
 - c. bug
 - d. cup
 - e. gum, but
- 4. a. fun, bus
 - b. sun
 - c. cut
- 5. up
- 6. run

- 8. cup, cut
- 9. get, <u>d</u>ad, <u>n</u>ed
- 10. a. sun
 - b. nut
 - c. us
 - d. bug
 - e. cut
 - f. gum
- 11. b u s b
 - u u u
 - t n gum
- 12. short /o/

Unit 3, Lesson 6

- 1. cat, cats
- 2. cats, mats, nets, pans, buns, pills
- 3. a. cats, mat or mats
 - b. nets
 - c. buns
 - d. pan
 - e. pills
 - f. wig
 - g. net
- 4. /s/
- 5. /z/
- 6. a. /s/, b. /z/, c. /s/, d. /z/, e. /z/, f. /z/, g. /s/, h. /z/

- 7. a. bat
 - b. rat
 - c. fan
 - d. pig
 - e. jet
 - f. lip
- 8. cat, mat
- 9. pills, pan, pans
- 10. lid, pills, wig
- 11. a. short /i/, b. short /a/,
 - c. short /o/, d. short /e/,
 - e. short /u/, f. short /e/
- 12. pills, pans, nets, buns

Unit 3, Lesson 7

- 1. a. You, have
 - b. was, to
 - c. All
 - d. of
 - e. The
 - f. or, for
 - g. were
 - h. Are or Were, a or the
- 2. a
- 3. to, of, or
- 4. all
- 5. you
- 6. for

- 7. a. were
 - b. the
 - c. are
 - d. for
 - e. you
 - f. have
 - g. was
 - h. all
- 8. a. was
 - b. the
 - . . .
 - c. for
 - d. are
 - e. were

Unit 3-Review

- 1. short /a/
- 2. short /e/
- 3. short /i/
- 4. short /o/
- 5. short /u/
- 6. man, sat, at
- 7. set, fell
- 8. Will, sit, fill
- 9. not, hot, pot
- 10. cup, nuts
- 11. a. hot
 - b. yes
 - c. in
 - d. up
 - e. less
 - f. sit

- 12. <u>h</u>ave, <u>d</u>an, <u>t</u>ed, <u>b</u>ob
- 13. a. hams
 - b. pots
 - c. jobs
 - d. bugs
 - e. bells
 - f. cops
 - g. cups
- 14. a. Was
 - b. have
 - c. to
 - d. or
 - e. are

UNIT 4

Unit 4, Lesson 1

- 1. a, e, i, o, u
- 2. short
- 4. short /a/
- 5. no

Unit 4, Lesson 2

- 1. short /a/
- 2. long /a/
- 3. e
- 4. no
- 5. short /a/
- 6. long /a/
- 7. no
- 8. long
- 9. no

- 10. mad
- 11. a. name, game
 - b. mad, late
 - c. ate, gave
 - d. make
 - e. Bake, take
 - f. same, case
 - g. lake, made
- 12. made, make, take, bake, same, name, game, ate, late, case, lake, gave

Unit 4, Lesson 3

- 1. long /e/
- 2. e
- 3. a. seem, keep, feet
 - b. He, see, me
 - c. We, need, feed, week d. be, deed
- 4. he, be, we, me, see
- 5. see, need, feed, seem, keep, feet, deed, week
- 6. Words spelled down: need, we, keep Words spelled across: seem, deed, week, see

- 7. feed, need, deed
- 8. he, we, be, me
- 9. one
- 10. we, week
- 11. see, seem
- 12. feed, feet
- 13. feed, need, deed

Unit 4, Lesson 4

- 1. long /i/
- 2. i
- 3. e
- 4. no
- 5. I
- 7. time, like, bike, life, wife, side, ride, five, vine, pipe, file
- 9. My wife and I will ride this time.
- 10. wife, I, ride, time

- 11. a. wife
 - b. time, file
 - c. I. side
 - d. like
- 12. like, life
- 13. five, file
- 14. a. wife
 - b. ride
 - c. vine
 - d. pipe
 - e. five
 - f. bike

Unit 4, Lesson 5

- 1. long /o/
- 2. o
- 3. e
- 4. no
- 5. no, so, on
- 6. more, sore, rode, home, hope, rope, woke, vote
- 7. on
- 8. no
- 9. no, so, toe
- 10. a. sore, toe
 - b. hope, rope
 - c. vote
 - d. woke
 - e. rode

- 11. no
- 12. more
- 13. on
- 14. sore
- 15. rope
- 16. a. woke
 - b. rope
 - c. no
 - d. more
- 17. long /o/
- 18. long /a/
- 19. long /e/
- 20. long /i/

Unit 4, Lesson 6

- 1. long /u/
- 2. e
- 3. no
- 4. v-c-final e
- 5. value
- 6. short /a/, long /u/
- 7. June
- 8. June
- 9. June
- 10. mule
- Unit 4, Lesson 7
 - 1. long /i/
 - 2. long /i/
 - 3. by, my
 - 4. sky, shy
 - 5. cry, dry, try, pry, rye
 - 6. good-bye
 - 7. a. good-bye
 - b. shy, cry
 - c. dry
 - d. try
 - e. my
 - f. Why, pry

- 11. huge
- 12. cube
- 13. she, <u>i</u>, june, june
- 14. a. cute, b. value
- 15. a. <u>hug</u>, huge
 - b. <u>kute</u>, cute
 - c. cebu, cube
 - d. kule, mule
 - e. <u>valu</u>, value
- 16. cute, June, mule, huge, cube, value
- 17. cute, June, mule, huge, cube
 - 8. Words spelled across: sky, why, good-bye, rye. Words spelled down: shy, dry
- 9. a. dry, b. goodbye, c. cry, d. shy
- 10. a. Why, try, fly
 - b. My, shy, try
 - c. why, rye, dry
 - d. cry, good-bye
 - e. by, my

- Unit 4, Lesson 8
 - 1. a. said, new
 - b. work
 - c. her
 - d. your
 - e. many
 - f. Would
 - 2. a. would, said, could
 - b. any
 - c. Does
 - d. Do, some, new, work
 - 3. many
 - 4. could, would

- 5. new
- 6. do
- 7. Words spelled across: does, any, do. Words spelled down: said, many, your
- 8. any, her, new
- 9. a. do
- e. work
- b. some
- f. said
- c. her
- g. your
- d. could
- h. many

Unit 4-Review

- long /a/
 long /e/
- 3. long /u/
- 4. long /o/5. long /i/
- 6. long /i/
- 7. Bake, cakes, case, lake
- 8. He, need, be, feed, deer
- 9. time, life, wife
- 10. rope, so, sore
- 11. mule, huge
- 12. I, try, cry, good-bye
- 13. a. Does
 - b. mad
 - c. your
 - d. cut

- 14. a. yes
 - b. no
 - c. yes
 - d. yes
 - e. no
 - f. no
 - o no
 - g. no h. yes
 - i. no
 - j. yes
 - k. yes l. no
 - m. no
 - n. yes
 - o. no
 - p. no
 - q. yes
 - r. no

- 15. a. true
 - b. false
 - c. true
 - d. true
 - e. false
 - f. false
 - g. true
 - h. true
 - i. false
 - i. true
 - k. false
 - l. true
- 16. a. /y/
 - b. long /i/
 - c. long /i/
 - d. /y/
 - e. /y/
 - f. long /i/
 - g. long /i/
 - h. long /i/
 - i. /y/
- 17. <u>h</u>e, <u>i</u>, <u>m</u>ay

UNIT 5

Unit 5, Lesson 1

- 1. /g/
- 2. yes
- 3. /j/
- 4. /j/
- 5. /g/, /j/6. go, get, got, gate, give, gone, dig, pig, rug, egg
- 7. gem, large, stage, age, cage
- 8. a. Go, get, gate, cage
 - b. Get, dig, large
 - c. Give, egg
 - d. large, gem
- 9. dig, get, pig, gem, got, rug
- 10. Words spelled across: give, gate Words spelled down: rug, got, egg

Unit 5, Lesson 2

- 1. /k/
- 2. yes
- 3. /s/
- 4. /s/
- 5. /k/, /s/
- 6. can, cab, code, cap, came, come, cake, cold
- 7. mice, pace, rice, decide, face, nice, race
- 8. a. Can, cab, come
 - b. race, cold
 - c. cap, face
 - d. mice, cake, rice
 - e. nice, face
 - f. came, pace
 - g. Can, code
 - h. decide, cake
 - i. face, cold, cap

Unit 5, Lesson 3

- 1. /s/
- 2. /z/
- 3. /z/
- 4. /s/, /z/
- 5. a. /z/, b. /s/
- 6. seen, gas, sad, sale, save, seed, miss, send, safe, use
- 7. is, as, his, use, has, nose
- 8. zero, zone

Unit 5, Lesson 4

- 1. a. Since, here, years
 - b. off, most, year
 - c. Mr., Mrs., want, put, own, small
 - d. Once, Ms.
 - e. Miss, St.
 - f. head
 - g. eye
 - h. move, most, small

- 9. a. nice
 - b. race
 - c. can
 - d. come
 - e. cap
 - f. came
 - g. code
 - h. decide
- 10. came, cake, pace, face, race
- 11. nice, mice, rice, decide
- 12. a. c-v-c
 - b. v-c-final e
 - c. v-c-final e
 - d. c-v-c
 - e. v-c-final e
 - f. v-c-final e
 - g. c-v-c
- 13. mice
- 14. rice, race
- 15. cab
- 9. yes
- 10. a. seen
 - b. save, gas
 - c. miss, sad
 - d. seed
 - e. sale
 - f. nose
 - g. safe, his
 - 2. Mr., Mrs., Ms.
 - 3. Miss
 - 4. Mr. and Mrs. Harvey Goodman 348 Main St. Chicago, Illinois 60648
 - 5. here
 - 6. off
 - 7. small

Unit 5, Lesson 5

- 1. one, two, three, four, seven, eight, nine, ten
- 2. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
- 3. Sun., Mon., Tues., Wed., Thurs., Fri., Sat.
- 4. Sun., Mon., Tues., Wed., Thurs., Fri., Sat.
- 5. Words spelled across: nine, three, two. Words spelled down: five, eight, one.

Unit 5—Review

- 1. /g/2. /j/
- 3. hard
- 4. soft
- 5. g
- 6. g, j
- 7. a. /g/
 - b. /j/
 - c. /g/
 - d. /g/
 - e. /j/ f. /g/
 - g. /g/
 - h. /g/
 - i. /j/
 - j. /j/
 - k. /g/ /g/
 - m. /g/
- 8. /k/

- 9. /s/10. hard
- 11. soft
- 12. /k/, /s/
- 13. k, c
- 14. s, c
- 15. a. /s/
 - b. /k/
 - c. /k/
 - d. /s/
 - e. /k/ f. /k/

 - g. /s/
 - h. /k/ i. /k/
 - /k/
 - k. /s/
 - /s/
 - m. /s/
 - n. /k/

- 16. /s/
- 17. /7./
- 18. z. s
- 19. a. /s/
 - b. /s/
 - c. /s/
 - d. /z/
 - e. /z/
 - f. /s/ g. /s/
 - h. /z/
 - i. /s/
 - j. /s/
 - k. /z/
 - /z/
 - m. /s/
- 20. a. true
 - b. true
 - c. false
 - d. false e. false

- 21. a. St.
 - b. Sun.
 - c. Mon.
 - d. Tues.
 - e. Wed.
 - f. Thurs.
 - g. Fri.
 - h. Sat.
- 22. a. one
 - b. two
 - c. three
 - d. four
 - e. five
 - six
 - g. seven
 - h. eight i. nine
 - j. ten

UNIT 3—Master Spelling List

Lesson	1
--------	---

at	am	and	ran	ham
an	sat	had	man	

Lesson 2

yet	let	fed	bell	fell	less
met	set	red	well	ves	men

Lesson 3

in	if	hit	did	will	six
it	sit	hid	ill	him	big

Lesson 4

not	lot	box	top	сор	rob
hot	pot	fox	mop	job	mob

Lesson 5

us	up	but	cut	gum	run
bus	cup	nut	sun	fun	bug

Lesson 6

cat	mat	net	buns	pills	pan
cats	mats	nets	lid	wig	pans

Lesson 7

а	for	was	you	all	were
the	to	of	are	have	or

UNIT 4—Master Spelling List

Less	son	2
------	-----	---

mad	gave	take	same	game	late	lake
made	make	bake	name	ate	case	

Lesson 3

he	we	see	feed	keep	seem
be	me	need	deed	feet	week

Lesson 4

I	like	life	side	five	pipe
time	bike	wife	ride	vine	file

Lesson 5

no	more	rode	on	rope	woke
so	sore	home	hope	toe	vote

Lesson 6

cute	mule	cube
June	huge	value

Lesson 7

by	my	dry	sky	why	pry
fly	cry	try	rye	shy	good-bye

Lesson 8

do	any	would	her	said	some
does	many	could	new	work	vour

UNIT 5—Master Spelling List

Lesson 1

go got give dig rug gem stage cage get gate gone pig egg large age

Lesson 2

can nice rice cap come decide pace race cab mice code came cake cold face

Lesson 3

seen sad save miss safe as use nose gas sale seed send is his has

Lesson 4

Mr. **Miss** most here want move eye St. Mrs. off small year put eyes since years Ms. own once head

Lesson 5

Sunday **Thursday** Mon. Fri. one seven Sat. two eight Monday **Friday** Tues. three nine **Tuesday** Saturday Wed. Sun. four Wednesday Thurs. ten

Rules to Remember

		Page
1.	Every word has at least one vowel <i>sound</i> and at least one vowel <i>letter</i> .	16
2.	In most c-v-c words, the vowel sound is a <i>short vowel</i> sound.	16
3.	One consonant sound in a word is sometimes spelled with two consonant letters that are alike.	25
4.	A sentence always begins with a capital letter. Most sentences end with a period or a question mark.	29
5.	A person's name always begins with a capital letter.	30
6.	The letter <i>s</i> is used at the end of many words to mean "more than one." This is called a <i>plural</i> ending.	32
7.	When the plural ending $-s$ is added to a word, it sometimes spells the $/s$ / sound and sometimes the $/z$ / sound.	33
8.	Long vowel sounds say their own letter names.	39
9.	Words that end with one vowel, one consonant, and the silent letter e often have a long vowel sound. This is called the v-c-final e pattern.	40
10.	The word I is always spelled with a capital letter.	44
11.	To spell a month of the year, always begin with a capital letter.	48
12.	When y is at the end of a word that has no other vowels, it makes the \log /i sound.	50
13.	The letter g can spell $/\mathbf{g}/$ or $/\mathbf{j}/$ in different words.	57
14.	The letter c can spell $/\mathbf{k}/$ or $/\mathbf{s}/$ in different words.	59
15.	The letter s can spell $/\mathbf{s}/$ or $/\mathbf{z}/$ in different words.	62
16.	The name of a certain place always begins with a capital letter.	65

Record of Progress

- 1. Find the unit you are studying.
- 2. Then find the column for the lesson test you just took.
- 3. Find the box in that column that tells the number of words you spelled correctly on the test.
- 4. Mark that box.

		U	NIT	3						U	NIT	4			UNIT 5				
LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	LESSON 7		LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	LESSON 7	LESSON 8	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
LES		LES																	
																			22
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																		19	19
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	10	10	10	10	10	10		13	10	10	10		10	10	13	13	13	13	13
	12	12 11	12 11	12	12	12		12	12	12	12		12	12	12	12	12 11	12	12 11
	11	10	10	10	10	11		11	11	11	11		11	10	11	10	10	10	10
9	9	9	9	9	9	9		9	9	9	9		9	9	9	9	9	9	9
8	8	8	8	8	8	8		8	8	8	8		8	8	8	8	8	8	8
7	7	7	7	7	7	7		7	7	7	7		7	7	7	7	7	7	7
6	6	6	6	6	6	6		6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5		5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4		4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3		3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2		2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1
							Nu	mbe	r of	Wo	rds (Corr	ect						

Class Chart for Spelling Steps One

Student's Name	U1 & U2	U3	U4	U5
1.				
2.				
3.				
4.				
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29.				
30.				

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